

Universidad Latinoamericana de Ciencia y Tecnología

28-9015 Practica Profesional

Prof. M. Ed. Verónica Castro Ramírez

## Teaching Dossier

Student: Lorena Ballesteros Alvarado

San José, Costa Rica

Friday April 26<sup>th</sup>, 2013

## **CINDEA Institutions**

CINDEA means Centro Integrado para la Educación de jóvenes y adultos. As per MEP (2010) Ministerio de Educación Pública guidelines, these institutions can be continuous, permanent, daytime, evening and night. These types of institutions help people that have difficult access to another kind of schools. Those institutions have to follow certain requirements to be a CINDEA institution. First, the supervisor of Education of the educational circuit has to complete the “*Solicitud de Apertura de CINDEA E IPEC*”, after this is completed and signed, the supervisor of Education has to complete the “*Solicitud de Apertura de satélite CINDEA*”.

When those forms are completed the Officials of the Department of Planning and Infrastructure Management go to the institutions to see if the CINDEA can be created with the infrastructure presented. Then the “*Comisión de Regulación de la Oferta Educativa*” analyzes each case and gives the resolution. It has to start with 149 students and the place has to comply with space, schedule available for students, professors with all requirements and the list of people interested in form part of the institutions with signature and identification number.

MEP (2010) characterized these institutions as flexible in learning process for youth people and adults. Since they take into account the learning rhythm and this involves the Cycles of General Basic Education and Diversified Education.

The system of CINDEA gives the opportunity that if a student failed one course of any grade or level, they can take the course of the following year, but they have to pass the course they failed. This system avoids the student to take all courses and spend another year in the same level, as it is on regular schools and high schools. MEP (2010) divided the school year into two periods. CINDEA’s students first period starts on February until July (before vacations), the second period is from July until the end of year school.

MEP (2010) divided the literacy into three levels, below defined,

### **First Level**

It is for the first and second cycles and develops in six periods. This level was adopted with 129 credits, of which 102 are mandatory and 27 optional.

### **Second Level**

Cycle III is for the General Basic Education. It is developed in four periods. Was adopted with 118 credits, of which 108 are mandatory and 10 optional.

### **Third Level**

Corresponds to the diversified education and is divided into four periods. At this level the student has a choice of output: academic, technical or artistic.

The academic branch was approved with 109 credits; which 89 are mandatory and 20 optional and after they are graduated must undertake the national tests in high school, which once approved; they are accredited as a Bachelor of Media Education.

Technical or artistic branch is approved with a total of 180 credits, all mandatory. Once these courses and national tests are approved the title of Middle Level Technical or Artistic as the specialty studied is awarded.

### **Admission Requirements**

<b>Educación Convencional</b>	<b>Edad mínima de ingreso</b>	<b>Requisitos de admisión</b>
<b>Alfabetización</b>	15 años	Ninguno
<b>I Nivel</b>	15 años	Saber leer y escribir
<b>II Nivel</b>	15 años	Conclusión de estudios de I y II Ciclos de la Educación General Básica
<b>III Nivel</b>	15 años	Conclusión de estudios del III Ciclo de la Educación

		General Básica
<b>Educación Emergente</b>	15 años	Según curso o taller que se elija

### **CINDEA de Santa Ana**

It is located in the center of Santa Ana in front of the Plaza, Andres Bello Lopez School. They have all levels from school to high school. This institution also provides the students with optional courses that are the same that they have to take in order to pass the year. In all levels they have to complete an amount of credits to get graduated, since they complete two years in just one year. English department is composed of two teachers. They teach the school year courses and also the optional, the optional courses students do not have to pass them with a grade only with the assistance they get the credits.

I have three groups of seventh grade with twenty five students each. All of these students have many difficulties due to they have not study for many years. It is for different reasons, most of them have to work in order to provide the family with food and education, others because they did not have the opportunity and some of them because when they could, they did not want to study.

Based on these factors they have difficulties to learn. Some of them are very responsible and study a lot. I have seen that most of them feel that English is very hard because they have never studied a language before or because they took French in the school. As they have many years without study any course, they have problems of understanding; some of them tend to copy all information that is on the board and forget that they have to pay attention. In this aspect the teacher has to tell them every time that they have to pay attention and then copy from the board. Some of them; the youngest generally, are very talkative, so the teacher always has to make them be quiet.

The tiredness is one of the factors that affect most of the students; they work all day from 7 am to 5pm, so they look tired. I have seen that most of them are very poor, so if they have to get photocopies they cannot. Two of those students have schizophrenia, but are medicated and controlled. The adaptations used are, the use of dictionary for those that need it, more time in order to finish the test, copies of practice and theory in order to save time when copying from the board.

The strengths of these students are that they are willing to learn and do their best, try to understand, to ask and to finish the practice given in the class. They always ask things like, “how do you say..”, “what should I do in order to understand English”, “what is the meaning of...”. When I saw them I feel very thankful that I have had the opportunity to study, so I admire them I like to see them in the class and participating.

All classrooms have whiteboard, they are very spacious. There are three video bins if any teacher wants to use presentations. One limitation is that there are a not enough desks for students; they have to look desks in other classrooms; this situation makes the student to be late, or to sit on the floor all lessons they have. The infrastructure is good, the have green spaces, there is not leaky roof, some of the classrooms have vents, good illumination and in the classrooms are not any unnecessary equipment, like cabinets. One aspect that is wrong is that the ceiling is so high and in the middle it has blinds, those are opened: and if it is very could or noise we can feel it.

## **Approach to teaching**

### **❖ Description of Method**

Since it is an institution that MEP regulates, the contents and plans have to be followed in every period, in order for the students to cover all topics to pass the year. Students have not study for many years, methodologies cannot be hard because they can leave the institution and it is not the objective. As teacher I have to find the way in which students feel interest in go to the class and pay attention in each lesson.

To teach adults is much more complicated, they feel afraid to fail a course and also they work and time is shorter to study. Based on those factors methodologies to be used will be:

- 1. Brainstorming:** this is going to be used a little different. This brainstorming is the warm up of each lesson. Teacher will ask what did they saw last lesson and will check the homework or practice to see if students have doubts.
- 2. Presentation of content:** this is the one that the teacher begins the class by providing the students with the explanation of the topic to be covered. I will use this method due to most of students do not have experience with English, so they do not have any background to start a class with brainstorming or using their schema. The topic will be always given by the teacher and also the topic will be compared with Spanish language.
- 3. Demonstration:** once the topic is provided, students have to do a practice for each topic viewed. Teacher is going to do an example for each practice, so students will be able to understand how to do the practice and the homework.
- 4. Team Work:** this is going to be applied sometimes, depending on the topic. There are some topics that are more difficult than others. Also depending on students understanding, the team work will be applied. Teacher is the one that is going to choose the groups. This is because teacher knows who understands, so those that understand can help others. Practices and homework are going to be checked as a group with teacher's supervision.

## ❖ Table of Contents

Verb to be	Used in sentences and questions of short and long answers.
Simple present tense	<b>Action verbs, auxiliary do/does and information questions.</b>
Greetings leave takings, introductions.	<b>Formal and informal way, introduction to oneself and to others.</b>
Directions or instructions	<b>Ways to provide instructions</b>
How a dictionary works	<b>Different types of dictionaries.</b>

- This chart represents the topics to be covered from February 4<sup>th</sup> to April 19<sup>th</sup>, since this institution has the topics divided in 3 months approximately. The “verb to be” was taught before I began the practicum and during my observation. The other topics to be covered are going to be taught for the mentor teacher, since I just have to complete 60 hours teaching.

## ❖ Goals to be achieved

- Give students the opportunity to study English in an environment in which they are encouraged to speak freely and their own pace.
  - **Objectives:**
    - a. Create a comfortable environment in which students participate in class.
    - b. Provide students with meaningful and positive feedback in order to help them improve their language skills and overcome their fears.
- To use grammar correctly by applying it in real life situations.
  - **Objectives:**
    - a. Provide students with simple and practical examples to help them apply new information.

- b. Students will be able to identify the rules by using examples.

### ❖ **Description of activities applied**

Since CINDEA is an institution that follows MEP methodology, I have to follow topics and schedule they provided. The teacher has to provide the students with the content and then do practice. For example, if the topic is the simple present tense and the subtopics are action verbs, affirmative and negative sentence, short questions with short answers and information questions with long answers. For each topic the teachers has to provide them with an activity. I use activities in which they have to convert sentences from Spanish to English, create questions for answers and for a sentence create questions, affirmative and negative sentences with their respective answers.

For others topics the activities can be oral, in which they create and expose the activity to the whole group. These kinds of activities are used to avoid students failed in the test, so they can have sufficient practice in order to study and evacuate doubts.

### ❖ **Students' Improvement**

Most of students have done an excellent job. There always exist students that just go to class and copy and they do not give the importance for their future as it has to be. Even though it happens, my students always are willing to participate; they do jokes, but the environment still good. Many of them have improved amazingly, the change is evident they stay the whole class and when they have to go out they ask for my permission. For those that do not participate at least stay quiet in class, there is one group that is more difficult because most of them know, so they make noise, but after call their attention they stop and do each practice in class.

One of the difficulties is that most of them do not have chance to study and it make me feel bad, because if they do not understand in the class and I have to continue. In the



optional courses, I try to get them together and explain to them the topics. For those that feel that cannot understand I sit them in the front and guide them while they are doing the practice. Most of them ask for the doubts and they are covered in the class, every single practice is revised in class, so they correct them and study in their house.

There are three students that work all day; the vehicle is a bike, so they do not have time to study. I strongly believe that if someone does not have time to study because of the work (they work from Monday to Monday), so for my point of view if I do not have the chance to study, it is better not to study because I cannot pass the school year. This is the weakness I have seen from all students.

Since this institution is for youth and adults, in each class are very young students and adults. It makes a difference in the learning process. Those that are 20 years old learn faster than those that are 30 years old or more. Some adaptations to students are that I provide them with photocopies of the practices and homework, so they can star once they have it and ask for any doubt while others are copying the practice.

❖ **Table of contents covered**

Verb to be	Used in sentences and questions of short and long answers.
Simple present tense	<b>Action verbs, auxiliary do/does and information questions.</b>
Greetings leave takings, introductions.	<b>Formal and informal way, introduction to oneself and to others.</b>
Directions or instructions	<b>Ways to provide instructions</b>

# Lesson Plans

**Lesson Plan #1:****These contents were covered during the following dates:****02-25-13, 02-27-13, 02-28-13, 03-04-13 & 03-06-13.****Teacher:** Lorena Ballester A.**Mentor Teacher:** Isabel Brenes M.**Topic:** Action Verbs.

- Simple present
- Affirmative, negative sentences.
- Questions using auxiliary do/does.
- Questions using Wh-word.

**General Objective:** To use and identify grammar correctly in simple present tense.

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Materials</b>	<b>Time</b>
<b>To review personal pronouns</b>	<ol style="list-style-type: none"> <li>1. Ask students which the personal pronouns are.</li> <li>2. Differences between them, some are plural and others are singular.</li> </ol>	<p>Students know the personal pronouns.</p> <p>Students will match them with the verb to be.</p>	<ul style="list-style-type: none"> <li>-White board</li> <li>-Markets</li> </ul>	10 minutes
<b>To introduce simple present tense with action verbs</b>	<ol style="list-style-type: none"> <li>1. Affirmative formula (N+V+C).</li> <li>2. List of action verbs.</li> <li>3. Difference of singular pronouns and how to use action verbs depending on pronouns.</li> <li>4. Exceptions when add an –s to verbs. Those that end in “s”, “sh”, “ch”, “x” and “o”, add –es. Those that end in “y” change the “y” to “I” and add –es.</li> </ol>	<p>Students provide the class with examples using the action verbs.</p> <p>When identifying a singular pronoun they change the action verb.</p> <p>Participation in the practice.</p>	<ul style="list-style-type: none"> <li>-White board</li> <li>-Markets</li> <li>-List of action verbs.</li> <li>-Practice #1 affirmative sentences.</li> </ul>	20 minutes

<p><b>Students will be able to apply the auxiliary do/does to make negative sentences</b></p>	<ol style="list-style-type: none"> <li>1. Negative formula (N+do/does+not+V+C).</li> <li>2. Explanation: use of auxiliary do/does for singular and plural pronounce. The auxiliary is the one that change and not the verb.</li> <li>3. Practice of negative statements.</li> </ol>	<p>Students recognize the use of do/does in a sentence with she/he/it pronouns.</p> <p>Students provide the class with the answer of the practice.</p>	<p>-White board -Markets -Practice #2 negative statements. - Homework.</p>	<p>20 minutes (explanation and examples. 20 minutes (practice, revision and assign homework).</p>
<p><b>To transform affirmative statement to questions, using the auxiliary do/does and respond them with short answers.</b></p>	<ol style="list-style-type: none"> <li>1. Question formula (Do/does+ N+V+C?)</li> <li>2. Formulating questions from affirmative statements.</li> <li>3. Use of do/does.</li> <li>4. Base form of the verb.</li> <li>5. Practice # 3, create questions and short answers.</li> </ol>	<p>Students decide to use do/does depending on the pronouns.</p> <p>Students apply formula in the correct way.</p> <p>Students create short answers in negative and affirmative.</p>	<p>-White board -Markets -Practice #2 negative statements. - Homework.</p>	<p>10 minutes (warm up, use of do/does and examples). 20 minutes (explanation of questions) 20 minutes(short answers, practice and homework).</p>
<p><b>To create wh-questions using do/does</b></p>	<ol style="list-style-type: none"> <li>1. Wh-question formula (WH+ do/does+N+V+C?)</li> <li>2. Students distinguish questions as informative questions.</li> <li>3. Long answers.</li> </ol>	<p>Students distinguish the Wh-word.</p> <p>They convert questions using auxiliary correctly.</p> <p>Students create long answers from the questions.</p>	<p>-White board -Markets -Practice #4 negative statements. - Homework.</p>	<p>10 minutes (warm up, use of wh-questions and examples). 20 minutes (explanation of wh-questions) 20 minutes (practice and homework).</p>

## Action Verbs:

Have	Eat	Drink	Sing	Watch	Study	Swim
Like	Run	Take	Fix	Wash	Help	Read
play	Drive	Pick up	Go	catch	Fly	walk

### Practice #1 (Affirmative sentences)

**Instructions:** Select the correct verb in simple present tense

1. My best friend \_\_\_\_\_ with me every week.
  - a. eat
  - b. eats
  - c. eates
2. She \_\_\_\_\_ in the school.
  - a. study
  - b. studies
  - c. studys
3. My mother \_\_\_\_\_ water.
  - a. drink
  - b. drinkies
  - c. drinks
4. John \_\_\_\_\_ a plane.
  - a. flies
  - b. flys
  - c. fly
5. I \_\_\_\_\_ in a bank.
  - a. Works
  - b. Work
  - c. Works
6. They \_\_\_\_\_ the car.
  - a. Fixes

- b. Fix
  - c. Fixed
7. We \_\_\_\_\_ the dishes.
- a. Washes
  - b. Wash
  - c. Washs

### Practice #2 (Negative sentences)

**Instructions:** Change the affirmative sentences to negative sentences.

1. My best friend eats with me every week.
2. She studies in the school.
3. My mother drinks water.
4. John flies a plane.
5. I work in a bank.
6. They fix the car.
7. We wash the dishes.

### Practice #3

**Instructions:** Create a question for each sentence and respond with an affirmative and negative short answer.

1. She studies French.

Question: \_\_\_\_\_?

Short Answer (+): \_\_\_\_\_.

Short Answer (-): \_\_\_\_\_.

2. They eat hamburgers in MC Donald's.

Question: \_\_\_\_\_?

Short Answer (+): \_\_\_\_\_.

Short Answer (-): \_\_\_\_\_.

3. He likes summer time.

Question: \_\_\_\_\_?

Short Answer (+):\_\_\_\_\_.

Short Answer (-):\_\_\_\_\_.

4. The cat runs in the house.

Question: \_\_\_\_\_?

Short Answer (+):\_\_\_\_\_.

Short Answer (-):\_\_\_\_\_.

5. They have a ball.

Question: \_\_\_\_\_?

Short Answer (+):\_\_\_\_\_.

Short Answer (-):\_\_\_\_\_.

### Homework # 3

**Instructions:** Create a question for sentences below using the auxiliary do/does

1. I have to work tomorrow.
2. You like your computer.
3. You take the bus to work.
4. I help my classmate.
5. You read the book.

### Practice #4

**Instructions:** Use the correct auxiliary (do/does) to complete the questions and respond each question.

1. Where \_\_\_\_\_ she work?
2. When \_\_\_\_\_ you go to school?
3. What \_\_\_\_\_ the bird drink?
4. Why \_\_\_\_\_ they study?
5. What \_\_\_\_\_ she like?
6. How \_\_\_\_\_ he feel?

## Homework #4

Instructions: Create a question for answers below.

1. The car is in the garage. (Where)
2. Because it is delicious. (Why)
3. He drives a taxi. (What)
4. I feel better. (How)
5. I go every Saturday. (When)

## Reflections

Monday, February 25<sup>th</sup>: This was the first time I teach three groups of 25 students each. I felt very nervous because I have never taught that quantity of people. Even though I was nervous I feel comfortable because people are very nice. I tried to remember my observation and teacher's pieces of advice. The group accepted me in a very good manner, so it made me feel happy. Students that always participate (the ones I knew due to my observations) were very participative, but I think that they have to trust me more may be they were not relaxed because I look so young.

Wednesday, February 27<sup>th</sup>: Students were more cooperative. This time I did not feel nervous, I had the two first lessons two groups because one group was taking the class to go out early since they have the lesson until the last two, so I gave the class with two groups. It was very challenging because there were many people, but the direction asked me to do it and if they did not follow the rules, the group will stay until the last our in class. All students check the practice and they did it very well. At the end the mentor teacher told me that I did it great, people management was nice but I have to take care of the time. This is one of the most important aspects I have to work very hard, time management.

Thursday, February 28<sup>th</sup>: Today I had the most difficult group, there more young people than other groups. There is a group of six people that I had to separate in class due to they speak a lot. I checked the homework and started with affirmative and negative



questions. Only three people could not understand it, but as it was told before I cannot go back because there are more topics to be covered, so when I left the practice, I looked for the ones that did not understand and explained to them separately while others were doing the practice.

Monday, March 4<sup>th</sup>: Students understand the use of the auxiliary with only the first explanation I did. This made me feel wonderful because I know that most of the time I had to explain to them twice, and it is not because I am doing it wrong, it is because for them is very hard to follow something that is completely new for them.

Wednesday, March 6<sup>th</sup>: All groups are in the same topic, even if some groups learn faster. Today I brought 4 poster made of cardboard for them to have a summary of we have seen in the classes.

## Lesson Plan #2

These contents were covered during the following dates: 03-11-13, 03-13-13, 03-15-13, 03-18-13 & 03-20-13

**Teacher:** Lorena Ballesteros A.

**Mentor Teacher:** Isabel Brenes M.

**Topic:** Greetings

- Express greetings and give response
- Express leave takings and give response
- Introduce yourself and others

**General Objective:** To comprehend basic expressions in real life situations.

Objectives	Activities	Assessment	Materials	Time
<b>To check meaning of greetings</b>	<ol style="list-style-type: none"><li>3. Ask students for common greetings they have heard.</li><li>4. Review the meaning of those that students gave.</li></ol>	<p>Students know greetings.</p> <p>Students will match formulas learned.</p>	<p>-White board</p> <p>-Markets</p>	10 minutes
<b>To compare formal and informal greetings and leave takings</b>	<ol style="list-style-type: none"><li>1. Students will compare a formal greeting from an informal.</li><li>2. Meaning of formal and informal greetings.</li><li>3. Leave takings examples.</li></ol>	<p>Students provide the class with examples using greeting provided.</p> <p>Leave takings from greetings used.</p>	<p>-White board</p> <p>-Markets</p> <p>-List of formal and informal greetings</p> <p>-Annex #1 &amp; #2.</p>	20 minutes

<p><b>Students will be able to introduce her/himself and in</b></p>	<p>4. Students will respond to:</p> <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- Where are you from?</li> <li>- What do you do?</li> </ul> <p>5. Students will learn how to introduce others:</p> <ul style="list-style-type: none"> <li>- This is my friend</li> <li>- Do you know Andrea/Luis?</li> </ul>	<p>Students respond questions giving more information.</p> <p>Introduce them and other using different examples.</p>	<p>-White board -Markets</p>	<p>20 minutes</p> <p>Explanations and student's interactions</p>
<p><b>To put in practice greetings, leave takings and introduction (oneself and others)</b></p>	<p>1. Groups of 6 people</p> <p>2. Each group will create a dialogue but in different places: school, party, mall, job, street and restaurant.</p> <p>3. Each group will present two people to the other 4 people.</p>	<p>Students identify the place and select people that are going to be introduced to the group.</p> <p>All prepare the dialogue together, asking each other and teacher.</p> <p>Each group will present the dialogue to the group.</p>		<p>10 minutes (forming groups and giving instructions).</p> <p>10 minutes (preparing dialogues)</p> <p>10 minutes (presenting dialogues).</p>

## **Annex #1**

### **FORMAL GREETINGS.**

#### **Hello.**

Hello.

#### **Hello, how are you?**

Hello, I'm fine. What about you?

Hello, how are you today?

Hello, I'm fine. And you?

#### **Nice to meet you.**

Nice to meet you too.

#### **How do you do?**

How do you do?

—

Good morning.

Good morning Sir.

Good morning Madam.

Good afternoon.

Good evening.

### **INFORMAL GREETINGS.**

Hi.

Hi.

Hi, how are you?

How's life?

How's your day?

Are you fine?

I'm fine.

I'm okay.

I'm feeling great.

### **THE BASICS FOR GETTING BY.**

Hello!

Yes.

No.

Sure.

That's sure.

Are you sure?

I'm sure about it.

Maybe.

Please.

Thank you.

Thank you very much.

Thanks a lot.

You are welcome.

I'm sorry.

That's all right.

That's okay.

That's fine.

That would be fine.

It doesn't matter.

See you later.

Bye-bye.

Good bye.

See you.

See you soon.

See you later.

See you tomorrow.

See you on Monday.

See you next month.

Okay.

That's okay.

Just a second.

Just a minute.

Just a moment.

A moment please.

Wait a moment please.

Would that be alright?

Yes, that would be all right.

Please phone me.

Okay, I'll phone you.

See you.

See you soon.

Hoping you are fine.

## **Annex #2**

### **Greetings and leave takings**

- Good morning.
- How are you?
- I'm fine, thanks
- See you later.

### **Introducing**

- May I introduce myself. I am Budi.
- Ani, this is Ida.
- Nice to meet you.

### **HOW DO YOU INTRODUCE YOURSELF**

A

- Mr. Bob. I'm Fauzi a new student
- Hello, my name is John
- Hi, I'm Sam
- Hi, I'm Sonny. What's your name?
- Hello, my name is Niar Pleased to meet you  
you
- Allow me to introduce myself. My name is John

B

- How do you do
- How do you do? I am Sally.
- I am Sue nice to meet you
- I'm William, call me wily
- I'm Nancy pleased to meet
- Nice to meet you.

### **HOW DO YOU INTRODUCE OTHER PEOPLE?**

- I'd like to introduce Bob Dillon
- I'd like you to meet Bram
- This is Mr. Black. This's Mr. Green
- Ladies and Gentlemen. It's my pleasure to introduce you our guest speaker or Dahlan Rais.

## Practice for the Test

**A.** Choose the correct verb for sentences below using simple present tense

1. Laura \_\_\_\_\_ (run) every weekend with her friends.
2. David \_\_\_\_\_ (wash) the car before go out.
3. Tony, Lisa and Martha \_\_\_\_\_ (study) together.
4. Pedro and I \_\_\_\_\_ (eat) hamburgers in McDonald's.
5. The baby \_\_\_\_\_ (drink) milk with the cat.
6. The horse and the dog \_\_\_\_\_ (play) in the farm.
7. They \_\_\_\_\_ (drive) a bus school.
8. My friends \_\_\_\_\_ (sing) in the concert.

**B.** Read the following question and use the auxiliaries ( **do/ does** ) applying the Simple Present tense.

1. \_\_\_\_\_ you need help?
2. \_\_\_\_\_ Pedro and Walter eat pasta?
3. \_\_\_\_\_ Luisa, Rolando and I dance?
4. \_\_\_\_\_ the cats play together?
5. \_\_\_\_\_ Tom teach Portuguese?
6. \_\_\_\_\_ the dishes get wet?

C. Read the following question and use the verb to be applying the Simple Present tense.

1. \_\_\_\_\_ Karla your sister?
2. \_\_\_\_\_ mom tired?
3. \_\_\_\_\_ the kite red?
4. \_\_\_\_\_ Marcela and Timmy old?
5. \_\_\_\_\_ the elephants big?

**D. COMPLETE THE TEXT USING THE PRESENT SIMPLE**

(1)\_\_\_\_\_ you \_\_\_\_\_ (like) sport? My sister (2)\_\_\_\_\_ (love) sport. She usually(3)\_\_\_\_\_ (go) swimming on Tuesdays and Thursdays and(4) \_\_\_\_\_ (do) karate onFridays. My friends Andrew and Keira (5)\_\_\_\_\_ (not do) much sport. What(6)\_\_\_\_\_ they \_\_\_\_\_ (do) in their free time? They (7)\_\_\_\_\_ (not play)football and they (8)\_\_\_\_\_ (not do) gymnastics. They (9)\_\_\_\_\_ (be) very lazy! Andrew often (10)\_\_\_\_\_ (chat) on the Internet and Keira (11) \_\_\_\_\_ (write) e-mails and (12)\_\_\_\_\_ (go) shopping on-line.

E. Create a question for answers below.

1. \_\_\_\_\_?

He is 23 years old.

2. \_\_\_\_\_?

Sarah cooks beans.

3 \_\_\_\_\_?

No, she does not.



4 \_\_\_\_\_?

I am a Doctor.

5 \_\_\_\_\_?

Martha and Luis are from Canada.

### **Reflections**

Monday, March 11<sup>th</sup>: New topic “Greetings”. This class was really nice; students enjoy different ways to introduce people and oneself. I think they are feeling more comfortable with English, since they said “Oh! This is the same in Spanish”. Students are arguing that they like English and they are willing to learn and they won’t give up. Those words excited me because that talks that I am doing a great job!

Wednesday March 13<sup>th</sup>: In this class we did an activity with applying the topic. Students created a dialogue in groups and made a dramatization in front of the class showing the different ways we can greet and introduce others. This activity was so funny. I finally encouraged them to make a dramatization, all groups were very cooperative and some of them brought things like clothing and articles to have the extra point. This day I taught one hour for the optional courses (in this case English) they have to take in order to complete the credits, in materials are all the copies I used to reinforced students and they made the examples, the teacher just review pronunciation and application of grammar, since it is just for one hour.

Friday, March 15<sup>th</sup>: I did a practice for the test, clarified doubts for the test.

Monday, March 18<sup>th</sup>: Revision of the practice and video was taking in this class. This day I taught one hour for the optional courses (in this case English) they have to take in order to complete the credits, in materials are all the copies I used to reinforced students and they made the examples, the teacher just review pronunciation and application of grammar, since it is just for one hour.

Wednesday, March 20<sup>th</sup>: Application of English test. This day I taught one hour for the optional courses (in this case English) they have to take in order to complete the credits, in materials are all the copies I used to reinforced students and they made the examples, the teacher just review pronunciation and application of grammar, since it is just for one hour.

### Lesson Plan #3

These contents were covered during the following dates: 03-22-13, 04-01-13, 04-03-13 & 04-04-13

**Teacher:** Lorena Ballestero A.

**Mentor Teacher:** Isabel Brenes M.

**Topic:** Directions or instructions

- Prepositions like up, down, around.

**General Objective:** To distinguish commands and polite requests.

Objectives	Activities	Assessment	Materials	Time
<b>To introduce instructions implicitly</b>	1. Teacher will start by giving instructions to students like: close the door, sit down in the front, close the door please; directly to a specific student.	Students will respond to the instructions.  Differences between a polite request and instructions.	-White board -Markets	10 minutes
<b>To identify most common directions used</b>	1. Teacher starts by giving basic directions: Turn left Turn right Go straight Go up Go down It's beside / next to / in front of / across from	Students will make directions looking for the hotel, shoe store, high school, art gallery and the furniture store in the map of first activity  #1 (5 groups)	-White board -Markets -List of directions -Practice #1.	10 minutes (explanation)  10 minutes (practice)

	<p>2. Teacher will provide more directions using prepositions (annex #1).</p>			
<p><b>To create instructions based on situation given</b></p>	<p>6. Teacher will ask students to give instructions:</p> <ul style="list-style-type: none"> <li>- Turn on</li> <li>- Put it on...</li> <li>- Open the...</li> <li>- Cook</li> <li>- Boiled</li> <li>- Fry/fried</li> <li>- Press the option</li> <li>- Chop...into</li> </ul> <p>7. Teacher will make an example on how to cook rice.</p>	<p>Students will create a manual based on how to turn on the computer and open a word document.</p>		<p>20 minutes (explanation and examples). 20 minutes (practice, revision and assign homework).</p>

## **Annexes**

Directions using prepositions

### **Giving directions**

Take this passageway Go up/down the steps

On your right/left Turn right/left

Take the elevator It's on the third floor

Follow this path Turn right/left at the corridor

It's about 50 meters Go above 3 kilometers

Cross the street It's on your right/left

It's in the middle of the block It's on the corner

Drive south on 4233

It's next to / across from / between / in front of

Drive to Jackson street and turn left/right

### **Prepositions of location used when giving directions**

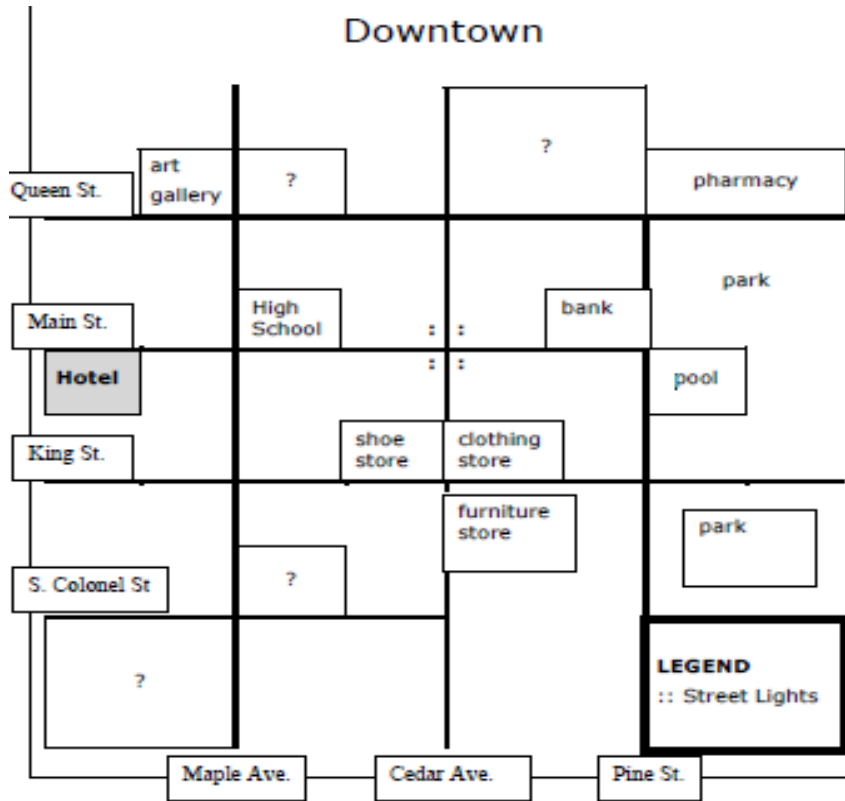
go straight go to right left

cross on your right on your left beside

next to behind across from in front of

on the corner of (to be very specific NE, SE, NW, SW corners)

## Practice #1



## Reflections

Friday, March 22<sup>nd</sup>: I started this by commenting about the gringo pinto video (they saw it at home as per last lesson homework). Students shared some experiences they have had with North American people. I really like when they share experiences because most of the topics can be applied to real life. I feel so happy with this because students are noticing the importance of acquiring a new language. Students that are slower and the quiet ones are participating more.

Monday, April 4<sup>th</sup>: This day I taught one hour for the optional courses (in this case English) they have to take in order to complete the credits, in materials are all the copies I used to reinforced students and they made the examples, the teacher just review

pronunciation and application of grammar, since it is just for one hour. In class we did the revision of the test, doubts were clarified and possible answers were explained to them. This revision was totally new for me, students asked many things they had in their minds and shared information they thought was correct.

Wednesday, April 3<sup>rd</sup>: Revision of first activity using the chart. I realized that they are very creative; they wanted to write more than they were supposed to do it. I am feeling so exciting because I noticed that many of students that at the beginning did not want to learn are the ones are doing excellent today. This revision was funny and most of the class participated.

Thursday, April 4<sup>th</sup>: The topic was covered; some doubts like the use of prepositions were clarified. I asked for time to thank students and mentor teacher. I brought chocolates for them. I received many comments from the students; they made me feel very important for them in this segment of time I was with them. I will have all of them in my heart without them I won't improve and learn all things I learned.

## Additional material used in classes

Verb "to be" → *Ser o estar*

<u>Affirmative</u>		<u>Negative</u>	
I <b>am</b>	→ I'm	I <b>am not</b>	→ I'm not
You <b>are</b>	→ You're	You <b>are not</b>	→ You aren't
He <b>is</b>	→ He's	He <b>is not</b>	→ He isn't
She <b>is</b>	→ She's	She <b>is not</b>	→ She isn't
It <b>is</b>	→ It's	It <b>is not</b>	→ It isn't
We <b>are</b>	→ We're	We <b>are not</b>	→ We aren't
You <b>are</b>	→ You're	You <b>are not</b>	→ You aren't
They <b>are</b>	→ They're	They <b>are not</b>	→ They aren't

### Interrogative

**Am** I ...?  
**Are** You ...?  
**Is** He ...?  
**Is** She ...?  
**Is** It ...?  
**Are** We ...?  
**Are** You ...?  
**Are** They ...?

### *EXAMPLE:*

- We **are** children.
- We **aren't** children.
- **Are** we children ?
  
- They're listening to the teacher.
- They **aren't** listening to the teacher.
- **Are** they listening to the teacher?
  
- He's a doctor.
- He **isn't** a doctor.
- **Is** he a doctor?

## Simple Present tense

<i>Positive</i>		<i>Negative</i>		<i>Question</i>
<i>Long</i>	<i>Short</i>	<i>Long</i>	<i>Short</i>	
I am	I'm	I am not	I'm not	Am I ... ?
You are	You're	You are not	You aren't	Are you ... ?
She is	She's	She is not	She isn't	Is she ... ?
He is	He's	He is not	He isn't	Is he ... ?
It is	It's	It is not	It isn't	Is it ... ?
We are	We're	We are not	We aren't	Are we ... ?
They are	They're	They are not	They aren't	Are they ... ?



Simple Present Tense		
Affirmative	Negative	Question
I/You/We/They + V1	I/You/We/They + don't + V1	Do + I/You/We/They + V1
He/She/It + V1 (s,es,ies)	He/She/It + doesn't + V1	Does + He/She/It + V1
I play football.	I don't play football.	Do I play football?
You play football.	You don't play football.	Do you play football?
We play football.	We don't play football.	Do we play football?
They play football.	They don't play football.	Do they play football?
He plays football.	He doesn't play football.	Does he play football?
She plays football.	She doesn't play football.	Does she play football?
It plays football.	It doesn't play football.	Does it play football?

### Wh-questions

who	is	your favorite	movie star
what	do	you	do
where	is	the	bathroom
when	do	you	exercise
why	don't	you	eat meat
how much	do	you	want
how many	dogs	do you	have
how	are	you	feeling
who	do	you	like
what	is	your	number
what	is	that	noise
where	is	the party	tonight
when	does	the party	start
why	are	you	late

## Reflections

This practicum has been an important factor in my life. I said that because it made me grow not only as a teacher, but also as a professional. I feel blessed because my mentor teacher has 12 years of experience, so she gave me the best pieces of advice. I had three groups of seventh grade. This population was really difficult due to many situations, but the most relevant was the years they have without study.

I had the advantage that where I work at, I have to be in contact with people, so I do not have any problem to talk and be in front of people. I never felt with panic, I follow my mentor teacher's advice: "do not feel weak because they are going to feel it and take advantage of it". This phrase was stuck in my mind. There were many students that want to study and also there were the ones that go just to do something different. The ages and level of students were different, just three people have a high level of English, and the rest were never exposed to this language.

When I started, I thought that they were going to leave the institution because some of them were repeating the school year and were like tired and sick of English. When I started to earn their trust, I told them they were able to study and that they were smart. This was a kind of motivation. I always told them I admire them because I know how difficult starting studying is, and also work at the same time.

At the beginning was difficult for me, each group was composed of 26 people. I have never taught groups of that size. Many of the students saw me like I were not capable because I was younger than them. Besides that, I started to make them respect me as a professor and respect the classroom rules. Little by little they were getting confident with me and the way of my classes and respect them.

One factor I disagreed with was that if a student did not understand something, I had to continue because all the themes had to be covered. I understood that there is a schedule to follow, but the program does not take into account students' difficulties.

Based on that, the practices in class and the homework had to be assigned per different topic of the theme; for example, if the simple present tense has affirmative, negative sentences and also short and long answers; for these different topics there will have to be followed with practice and homework. In this case I had to learn the amount of the practice and homework, in class practice the amount of exercises had to be more than the homework. Also, in every lesson the warm up had to be this question “what did we see last class?” In the university I learned that a warm up must be something different and something that can develop students ‘schema.

Since I disagreed the standard way of teaching, I noticed that this way helped students to stay in the institution and it is the principal objective. I improved in the selection of exercises, at the beginning they were with difficult vocabulary for them, but with feedback provided I knew how to do it.

The goals were applied in the way of simple examples for students to catch the information. Using those examples students could relate them to real life situations. The environment most of the time was acceptable, there were many students that I had to call their attention and even separate groups to continue with the class. Activities were successful because most students remember rules and used them in every activity, if not they asked to more explanation or they construct their own explanation.

All I achieved was mentor teacher’s work, without her I could not. Isabel was the most important person during my practicum. If in the future I decided to be a teacher I want to be like her, always be with god attitude and motivation. Students were also important, she taught me to be tough and do not feel pity for anyone. Every single person needs motivation to success in life and from my point of view teachers are the ones who must motivate students, so they can follow their dreams and be professionals.

## Reflection of Video Tape

This experience was really nice; I have never done something like this. I remember when I told my students that I had to make a video, all of them were so nervous because they thought I have to record them. I told them that it was a project for the practicum. They got relaxed, but the day I was doing the video most of them felt scare (even that I told them I will not record them). After the video was taken, I went to my house and saw it through the camera.

I could not believe that finally, I improve the whiteboard manage. I remember that at the beginning the mentor teacher always said “you have to be careful with the board, you have to manage it to avoid give the back to students”. I also like the way, in which I checked the practice because I always interacted with my students. I asked them if they were sure of their answers because I wanted to make sure they understood the grammar rules, or at least know how to apply them. If there is a student that did not participate I asked him or her to participate. This is also a way to practice pronunciation implicitly.

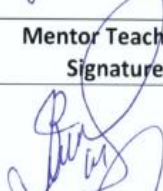







I used the markers as a symbolism for the students, when something is important I used the red market, and when they had to distinguish other factors I used blue, black and red (this was always for important information). I decided to do the video with this group because it was the most challenging; there were more young people than others groups, so they are more talkative. In this group was the one that I learned how to have the authority. Now, nobody used caps, the desks are always organized, no cellphones. Unfortunately, there were like a fair outside so the noisy was very irritating, but they had the permission from the principal.

I know that I have many things to improve; for example, time management sometimes I go very fast and sometimes I go slower. The board management I have to improve it, even though, I improved it. Also the sense of humor in every class is necessary, I tried to mix it in the class but it is very difficult for me. I have to do less movements, I know that I am imperative.

## Tracking Hours Sheet

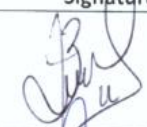







Universidad Latinoamericana de Ciencia y Tecnología  
 Bachillerato en Enseñanza y Traducción del Inglés  
 28-9015 Teaching Practice

Student-Teacher: Loxeni Ballester Alvarado Mentor Teacher: Isabel Bienes Moraga

Date	Number of Hours From: To: Total:	Description of Work Done	Mentor Teacher's Signature
Tuesday 02-19-2013	From: 6:00 pm To: 8:00 pm  Total: 2 hrs	Observation Class. Students' performance and professor's methodology	
Wednesday 02-20-2013	From: 6:00 pm To: 10:00 pm  Total: 4 hrs.	Mentor teacher let me to give the class. - Check homework / Pronouns. - Verb to be (simple present tense). - Affirmative and negative statement form.	
Friday 02-22-2013	From: 6:00 pm To: 10:00 pm  Total: 4 hrs.	Observation Class. I took notes based on mentor teacher's observations. New groups. Class management and time management (topics and practice).	
Monday 02-25-2013	From: 6:00 pm To: 9:00 pm.  Total: 3 hrs	Mentor teacher let me to give the class. - Simple present using action verbs. - Use of the -s in some verbs and excep- tions of termination of verbs. - Affirmative sentences.	
Wednesday 02-27-2013	From: 6 pm To: 9:00 pm  Total: 3 hrs	2 different groups in the first class the class was of simple present positive and negative sentences with practice. and 2nd group affirmative practice.	
Thursday 02-28-2013	From: 6:00 pm To: 8:30 pm  Total: 2 hrs. a half.	Simple present; affirmative, negative question forms and practice.	
Monday 03-04-2013	From: 6 pm To: 8:30 pm  Total: 2 hrs a half.	Questions using auxiliar do and does with short answer. Practice and homework, with two groups.	
Wednesday 03-06-2013	From: 6 pm To: 10 pm  Total: 4 hrs	Wh- questions meaning and with the use of do- does. Examples and practice	

Universidad Latinoamericana de Ciencia y Tecnología  
 Bachillerato en Enseñanza y Traducción del Inglés  
 28-9015 Teaching Practice

Student-Teacher: Lorena Ballesteros Alvarado Mentor Teacher: Isabel Brenes Moringa

Date	Number of Hours From: To: Total:	Description of Work Done	Mentor Teacher's Signature
Friday 03-08-2013	From: To:  Total:	NO CLASSES	
Monday 03-11-2013	From: 5:00 pm To: 10:00 pm  Total: 5 hrs	- Greetings → formal and informal - leave takings * Tutorías - Introduce a) yourself b) others	
Wednesday 03-13-2013	From: 5:00 pm To: 10:00 pm  Total: 5 hours	Revision of WH-questions and practice a dialogue with greetings, leave takings and introduce themselves and other people. * Tutorías.	
Friday 03-15-2013	From: 5:00 pm To: 10:00 pm  Total: 5 hours	Practice for the test of all topics. * 1 hour of tutoring	
Monday 03-18-2013	From: 5:00 pm To: 10:00 pm  Total: 5 hours	Revision of test's practice. * 1 hour of tutoring	
Wednesday 03-20-2013	From: 6:00 pm To: 9:30 pm  Total: 3 hours and a half	Application of the test.	
Friday 03-22-2013	From: 6:00 pm To: 8:30 pm  Total: 2 hours and a half	- Warm up was the video "gringo pinto" it was left as a homework. - New Topic: Directions and Instructions.	
Monday 04-01-2013	From: 5:00 pm To: 10:00 pm  Total: 5 hours	Revision of the test. Directions and Instructions * 1 hour of tutoring	



## Evaluation sheets

Universidad Latinoamericana de Ciencia y Tecnología  
 Bachillerato en Enseñanza y Traducción del Inglés  
 28-9015 Práctica Profesional

Student-Teacher: Lorena Billetero Alvarado

Date 02-19-2013

Mentor Teacher: Isabel Brenes Moraga

Course/Level: English 7<sup>o</sup> grade (II-A)

Institution: CINDEA de Santa Ana

Contents Covered: Pronouns and verb to be

This observation sheet is in order to get to know students and teacher's methodology as well as authority.

TEACHER OBSERVATION RUBRIC				
Mentor teacher's methodology and attitude	Most of the time	Sometimes	Only occasionally	Never
She begins with enthusiastic and positive attitude	①	2	3	4
She follows institution and classroom rules	①	2	3	4
She catches student's attention	1	②	3	4
Explains clearly with simple examples	①	2	3	4
Shows full class control	1	②	3	4
STUDENTS OBSERVATION RUBRIC				
Students Performance				
Follow rules and teacher's instructions	1	②	3	4
Stay in the class	①	2	3	4
Respect others' comments	1	2	③	4
Ask for permission if they have to go out the class	①	2	3	4
They participate in every practice and explanations	1	②	3	4
Content				
Relate content with native language	①	2	3	4
Show understanding when examples are given	1	②	3	4
Correct answers in practices	①	2	3	4
Provide with more examples to understand better.	①	2	3	4
Help others when practice is given	①	2	3	4
Request help when is needed	①	2	3	4
Stop the class when they do not understand	1	2	③	4
Understand and follow instructions	1	②	3	4

**Reflections of this observation:**

*This group is very organized. Some students did not participate, but mentor teacher knew them, so she will use another methodology next class.*

*Mentor teacher is very positive. She is a very nice person.*



Student-Teacher: Lorena Ballistero Alvarado

Date 02-20-2013

Mentor Teacher: Isabel Brenes Moraga

Course/Level: English 7° grade (II-D)

Institution: CINDEA de Santa Ana

Contents Covered: Pronouns and verb to be

This observation sheet is in order to get to know students and teacher's methodology as well as authority.

TEACHER OBSERVATION RUBRIC				
Mentor teacher's methodology and attitude	Most of the time	Sometimes	Only occasionally	Never
She begins with enthusiastic and positive attitude	①	2	3	4
She follows institution and classroom rules	①	2	3	4
She catches student's attention	①	2	3	4
Explains clearly with simple examples	①	2	3	4
Shows full class control	①	2	3	4
STUDENTS OBSERVATION RUBRIC				
Students Performance				
Follow rules and teacher's instructions	①	2	3	4
Stay in the class	①	2	3	4
Respect others' comments	①	2	3	4
Ask for permission if they have to go out the class	①	2	3	4
They participate in every practice and explanations	①	2	3	4
Content				
Relate content with native language	①	2	3	4
Show understanding when examples are given	1	②	3	4
Correct answers in practices	①	2	3	4
Provide with more examples to understand better.	1	②	3	4
Help others when practice is given	1	②	3	4
Request help when is needed	1	②	3	4
Stop the class when they do not understand	①	2	3	4
Understand and follow instructions	①	2	3	4

**Reflections of this observation:**

This group knew the teacher so they knew the rules and also knew her methodology.  
 Most of the students knew the content.

They are respectful and help others.

Student-Teacher: Lorena Ballesteros Alvarado

Date 02-22-2023

Mentor Teacher: Isabel Brenes Moraga

Course/Level: English 7<sup>o</sup> grade (II-B)

Institution: CINDEA de Santa Ana

Contents Covered: Pronouns and verb to be.

This observation sheet is in order to get to know students and teacher's methodology as well as authority.

TEACHER OBSERVATION RUBRIC				
Mentor teacher's methodology and attitude	Most of the time	Sometimes	Only occasionally	Never
She begins with enthusiastic and positive attitude	①	2	3	4
She follows institution and classroom rules	①	2	3	4
She catches student's attention	①	2	3	4
Explains clearly with simple examples	①	2	3	4
Shows full class control	①	2	3	4
STUDENTS OBSERVATION RUBRIC				
Students Performance				
Follow rules and teacher's instructions	1	②	3	4
Stay in the class	1	②	3	4
Respect others' comments	1	2	③	4
Ask for permission if they have to go out the class	①	2	3	4
They participate in every practice and explanations	1	2	③	4
Content				
Relate content with native language	1	2	③	4
Show understanding when examples are given	1	2	③	4
Correct answers in practices	1	②	3	4
Provide with more examples to understand better.	1	②	3	4
Help others when practice is given	1	2	③	4
Request help when is needed	1	2	3	④
Stop the class when they do not understand	1	2	③	4
Understand and follow instructions	1	②	3	4

**Reflections of this observation:**

*This group is the most difficult I saw. There are more young people than in others, so they are there just because their parents sent them.*

*Reflection: Teacher is more serious due to students' performance.*

## **Bibliography**

República de Costa Rica, Ministerio de Educación Pública (2010). *Directrices y Lineamientos Técnicos y Administrativos Para Las Modalidades de Educación de Personas Jóvenes y Adultas*. Recuperado de [http://www.drea.co.cr/adultos/documentos/Directrices\\_y\\_lineamientos\\_16\\_nov\\_2010.pdf](http://www.drea.co.cr/adultos/documentos/Directrices_y_lineamientos_16_nov_2010.pdf)